DOCUMENT RESUME

ED 319 197 EC 230 886

AUTHOR Roessler, Richard; And Others
TITLE Manual for the Work Performance Assessment.
INSTITUTION Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS AGENCY National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE May 87
GRANT G0083C0010/05
NOTE 75p.; For related documents, see EC 230 883-887.
AVAILABLE FROM Arkansas Research and Training Center in Vocational Rehabilitation, Publications Dept., P.O. Box 1358, Hot Springs, AR 71902 ($5.00).
PUB TYPE Tests/Evaluation Instruments (160) -- Reports - General (140)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adults; *Disabilities; *Interpersonal Competence; *Job Performance; *Occupational Tests; Test Reliability; Test Validity; *Vocational Adjustment; Vocational Evaluation; Vocational Rehabilitation; *Work Sample Tests
IDENTIFIERS *Work Performance Assessment

ABSTRACT

The Work Performance Assessment (WPA) is a brief work simulation designed to evaluate job maintenance skills, emphasizing work-related social/interpersonal skills rather than specific vocational skills. The WPA uses three work samples involving sorting of food service items to measure 19 common work demands in four categories: responding to supervision, completing job tasks, cooperating with other workers, and socializing on the job. The 19 demands are presented by a supervisor to 2 trainees and require 1 hour to administer. The WPA may be scored by completing either: (1) an 83-item behavior rating form which calculates the proportion of behavioral criteria demonstrated in responding to the 19 work demands; or (2) the Work Personality Profile which provides a profile of employability strengths and limitations on 58 behaviors. The manual includes results of reliability/validity studies, the WPA script and rating form, a work break rating form, and 21 references. (JDD)

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Manual for the

Work Performance ASSESSMENT

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EC 230 886

Published By

**Arkansas Research & Training Center
in Vocational Rehabilitation**

Design & Production

Media Materials Development & Dissemination Unit

The contents of this publication were developed under a research and training center grant (G0083C0010/05) from the National Institute of Handicapped Research, Office of Special Education and Rehabilitative Services; Department of Education, Washington, D.C. 20202. However, these contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the Federal Government.

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Manual for the
Work Performance Assessment

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May, 1987

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University of Arkansas, Fayetteville
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Overview

***The Work Performance Assessment (WPA) is an efficient alternative to multi-week situational assessment methods.

***Using three work samples (sorting food service items), the WPA measures trainee responses to 19 common work demands in four categories: responding to supervision, completing job tasks, cooperating with other workers, and socializing on the job.

***Requiring one hour to administer, the 19 WPA demands are presented by a supervisor (evaluator) to two trainees.

***The WPA may be scored by completing either (a) an 83 item behavior rating form or (b) the Work Personality Profile (now available on computer disk from the Arkansas Research and Training Center in Vocational Rehabilitation).

***The WPP provides a profile of employability strengths and limitations on 58 behaviors which can be rated following administration of the WPA.

***When the WPA rating form is used, a total score is generated by calculating the proportion of behavioral criteria demonstrated in responding to the 19 work demands.

***Interrater reliability of the WPA rating form is acceptable, although multiple ratings/administrations are recommended for the most reliable performance estimate.

***Research indicates the presence of administrator effects on WPA scores which underscores the need for careful administrator training.

***The WPA discriminated between adjustment and work ready clients in a facility serving individuals with traumatic brain injury. Similar validity results were not obtained in a study conducted at a large rehabilitation center.

Evaluators should complete a brief WPA orientation session conducted by the Arkansas Research and Training Center in Vocational Rehabilitation. Contact Roy Farley, Director of Training (501/624-4411), for additional information: Arkansas Research & Training Center, Hot Springs Rehabilitation Center, P.O. Box 1358, Hot Springs, AR 71902.

Acknowledgements

The staff and students at the Hot Springs Rehabilitation Center (Hot Springs, AR) and Timber Ridge Ranch (Community Re-Entry Services of Arkansas, Benton, AR) made many significant contributions to the development of the Work Performance Assessment (WPA). Special recognition is due Sandy Parkerson, Betty Odendahl, and Lyn Bradwell at the Hot Springs Center and Paula Breslin, Bernie Quell, and Mac Welch at Timber Ridge Ranch. These individuals administered and scored the WPA in the two reliability and validity studies reported in this manual. We also acknowledge Watson Street Transitional Living Facility and Abilities Unlimited, both of Fayetteville, AR, for their help in developing the WPA.

Anita Owen, Sandra Long, and Lou Tabor managed the typing and production process for the WPA Manual. The authors also appreciate Brian Bolton's consultation on the design of the WPA reliability and validity research.

Support

This publication was developed under Research and Training Center Grant #G0083C0010 from the National Institute of Handicapped Research, Department of Education, Washington, D.C. 20202. The contents do not necessarily represent the policy of that agency, and one should not assume endorsement by the Federal Government.

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Manual for the Work Performance Assessment

Introduction

Making an appropriate vocational choice, acquiring the requisite technical skills, and mastering job seeking demands are major accomplishments. But, these achievements also lay the groundwork for yet another challenge, that of maintaining employment. Data from employer surveys (Wilms, 1984) and from employment specialists (Herr, 1984) indicate that job failure is often the result of inability to respond to supervision and to other interpersonal demands in the workplace. In fact, employers stress their needs for entry level workers who possess fundamental job maintenance skills such as the abilities to work hard and follow rules (Wilms, 1984).

Because long-term employment is a function of problem-solving skills, adaptability to environmental demands, positive work habits, and interpersonal skills, assessment tools are needed which indicate the extent to which rehabilitation clients possess these job maintenance skills (Eleventh Institute on Rehabilitation Issues, 1984). Such measures have both screening and diagnostic uses. For example, individuals demonstrating job maintenance capabilities (Roessler & Bolton, 1983) should be recommended for vocational training and placement, while persons with employability deficits require a variety of work adjustment services.

The job maintenance skills of specific interest include task related and interpersonal elements of work behavior (Neff, 1986; Roessler & Bolton, 1983) falling into four categories: dealing with supervision, cooperating with co-workers, completing task assignments, and socializing on the job. In the past, situational assessment has been used to evaluate client strengths and weaknesses in such areas. Using the situational assessment approach, rehabilitation professionals observe client responses to job demands in on-the-job evaluation or work contract job stations. Involving significant investments of time, effort, and money, situational assessment is an approach for which more cost effective alternatives should be sought. One feasible alternative to situational assessment is the Work Performance Assessment (WPA), a brief work simulation designed to evaluate job maintenance skills.

The Work Performance Assessment (WPA)

WPA demands. Although similar to a traditional work sample in appearance (sorting food service items), the WPA assesses work-related social/interpersonal skills rather

than specific vocational skills. One WPA evaluator can assess two trainees simultaneously. Each trainee receives a WPA total score (the proportion of 83 behavioral criteria demonstrated) which represents an estimate of the individual's employability based on his/her responses to 19 job demands. Listed in Figure 1, these 19 job demands represent common on-the-job situations which fall into four categories: responding to supervision, completing job tasks, cooperating with other workers, and socializing on the job.

WPA script. Introduced in the context of sorting food service items, the 19 WPA demands must be delivered in a manner consistent with that of a work supervisor. To increase the probability of such a delivery, a WPA script (see Appendix A) was developed to provide instructions for administering each of the 19 conditions. The WPA script specifies the demand involved, the dialog required to deliver the demand, special instructions and/or materials, and the behavioral criteria to be rated. Samples from the script for two demands--show a new way to work and introduce time pressure--are presented in Figures 2 and 3.

The WPA evaluator creates the demand such as "show a new way to work" by speaking the scripted dialog in the style or demeanor indicated. Specific instructions are provided regarding material to use and time to wait before moving to the next demand. To ensure uniformity in administration of the WPA, evaluators must follow the script and instructions carefully.

WPA scoring. Alternative scoring schemes for the WPA are available. Using the WPA Rating Form (see Appendix A), the evaluator rates each trainee for the presence or absence of a series of behavioral criteria following the presentation of each work demand. For example, after greeting the trainees (demand 1), the evaluator rates each trainee on the following:

1. Makes eye contact
2. Returns greeting (says "hello," "good morning/afternoon")
3. Responds to administrator's inquiry (states how trainee is doing)
4. Asks administrator a greeting related question

The ratings for two other demands, "show a new way to work" and "introduce time pressure", are also presented in Figures 2 and 3.

As noted in Figure 3, ratings for the time pressure demand include "speeds up work pace" and "works without

Figure 1

Nineteen Job Demands Presented in the WPA

1. Greet each trainee
2. Direct trainees to work station and explain nature of work
3. Provide vague instructions
4. Explain supervisory error
5. Provide detailed instructions
6. Observe trainees working
7. Stand next to trainee
8. Create a distraction
9. Show new way to work
10. Introduce time pressure
11. Criticize trainee's work
12. Compliment trainee's work
13. Ask trainees to switch tasks
14. Ask trainees to socialize
15. Direct trainees to work together
16. Ask trainees to criticize each other
17. Ask trainees to compliment each other
18. Observe trainees completing the task together
19. Socialize with each trainee

Figure 2

Administering WPA Demands

Demand

Show a new way to work

Demeanor

Make eye contact; maintain neutral voice tone and matter-of-fact manner.

Dialog

To Tr-1: I want you to work a little differently for the next 5 minutes. Instead of sorting all of the __ out of the bag before starting on the other items, try this and see if it goes faster. Reach into the bag and pick up any item, no matter what it is, and put it directly onto the right tray. If you pick out a __, go ahead and place it on a tray. If you pick out a __, place it directly on the correct tray and don't worry about whether there are still __ or __ in the bag.

To Tr-2: See if you can't get more sorted during the next 5 minutes by changing how you work. What I want you to do is pick any item out of the bag and place it directly onto the correct tray. Don't wait to get all of the __ out of the bag before starting on the other items. If you pick up a __, just put it on the tray. If you pick up a __, go ahead and sort it onto the tray even if you still have __ left in the bag.

Directions

Demonstrate, using one each of the second and third items to be sorted. After rating, wait 1 minute before going on to the next demand.

Ratings •	Tr-1	Tr-2
Makes eye contact	____	____
Verbalizes understanding of new work method	____	____
Changes work method when instructed	____	____
Resumes work without becoming upset	____	____
Works without prompting or excessive questioning or complaining	____	____

Figure 3

Administering WPA Demands

Demand

Introduce time pressure.

Demeanor

Make eye contact; manner and voice tone should have a tinge of urgency to them--but avoid being punitive.

Dialog

To Tr-1: You've now worked 2 minutes, and altogether you only have about (estimate %) of the items sorted. You have just 3 more minutes to work on this part of the job, so you need to pick up your pace.

To Tr-2: I see you have sorted only about (estimate %) of the items in your bag. You've already been working 2 minutes, so you only have 3 more minutes on this job. You need to speed up.

Directions

After rating, wait 1 minute before going on to next demand.

Ratings	Tr-1	Tr-2
Speeds up work pace	____	____
Works without arguing or becoming upset	____	____

arguing or becoming upset." These ratings can be made immediately in the assessment situation (in vivo) or later from a videotaped recording. Research with the WPA, discussed in a later section, indicates that either method of scoring is acceptable. Of course, scoring from a videotape at a later time places less pressure on the evaluator. To enhance the reliability of the WPA, additional staff members can rate videotaped trainee performance on several WPA components.

A total of 83 behavioral criteria are rated in response to all 19 demands, resulting in a summary score ranging from 0 to 83. This summary score is converted to a proportion/percent of criteria demonstrated (divide number of behaviors present by 83) which represents an overall level of job maintenance skills. Deficiencies on any of the 83 criteria represent objectives for work adjustment planning. Raters also complete a WPA Work Break Rating Form which includes several style criteria and a comment section for listing additional employability assets and limitations.

Following administration of the WPA, evaluators may prefer to complete the Work Personality Profile (WPP; Bolton & Roessler, 1986) for each trainee rather than the WPA rating form. Scored on computer diskette, the WPP is a 58 item behavior checklist designed to measure job maintenance skills. Although the WPP does not provide as much behavioral specificity as the WPA rating form, it has adequate detail for the development of specific work adjustment objectives. Depending on the specificity of rating desired, the evaluator, therefore, has two scoring schemes to choose from: (a) the WPA Rating Form, the Work Break Rating Form, and the employability comment section or (b) the 58 items of the Work Personality Profile.

Development of the WPA. Based on a review of existing employability instrumentation and literature, social/interpersonal elements of job-keeping behavior were selected for measurement in the WPA (Mathews, Whang, & Fawcett, 1980; Roessler & Bolton, 1983; Roessler & Bolton, 1985). Specific behaviors associated with several broad categories of job keeping--Task performance, Teamwork, Supervision, and Socializing on the job--were enumerated and analyzed in terms of the situational demands required if clients were to demonstrate those behaviors. For example, to evaluate client willingness to change task performance, the situation would have to include the provision of new instructions. To evaluate appropriateness of client requests for supervisory assistance, the situation must present incorrect or incomplete task instructions or materials.

The 19 WPA demands occur during an ongoing work sample that requires individuals to sort common food service items. Because they are analogue methods (i.e., staged versions of real-life settings), simulations such as the WPA are generally regarded as "second best" methods (Bellack, Hersen, & Lamparski, 1979). Nevertheless, with proper development, simulations have the potential for cost effective assessment of job maintenance skills (Haynes, 1978). For example, the WPA is presented as a real work situation in which the trainee is to respond as if the administrator were a job supervisor. Because the administrator has a detailed script to follow during the simulation, he or she also enhances the validity of the assessment by presenting the stimuli which elicit the behaviors of interest (Haynes, 1978; Kelly, 1982).

Due to participant reactivity to the measurement situation (Haynes, 1978), results of analogue studies must be interpreted with caution. For example, the person may persist at tasks because it is expected (Bellack & Morrison, 1982) or perform at optimal levels because artificial consequences for the behaviors are operating (Goldfried, 1982; Higgins, Aloriso, & Pendleton, 1979). Even with such limitations, simulations remain a valuable measurement technique.

WPA Materials and Administration

Work sample materials. The WPA consists of three parallel work samples which enable the administrator to present the critical job maintenance demands. Each of the three WPA work samples includes two tasks, each followed by a simulated work break with either a supervisor or with a co-worker. Although many materials may be selected for sorting, the original WPA research was conducted with food service items. For example, WPA Component I uses stir sticks (3 types), wet napkins, coffee creamers, and salt packs. WPA Component II requires plastic knives, forks and spoons, plates, pie sleeves, and french fry sacks. Sugar, artificial sweetener, pepper packs, and a variety of cup lids are sorted in WPA Component III. The materials used in each of the WPA components are described in Figure 4.

Three WPA components (I, II, III) were developed to meet the assessment requirements of Vocational Coping Training (VCT; Roessler & Johnson, 1987), the intervention designed to teach the job maintenance behaviors assessed by the WPA. VCT requires three parallel evaluations of the individual's employability assets and limitations--a pretest, a posttest, and a follow-up assessment. Of course, the WPA can be used independently of Vocational Coping

Figure 4

WPA Components and Materials

WPA Component I

Trainee 1	Trainee 2
Incomplete materials: sorting wooden and pink plastic stir sticks (100 each)	Incomplete materials: sorting wet napkins and coffee creamers (100 each)
Complete materials: sorting coffee stir sticks (3 types; wooden, pink plastic, clear plastic, 500 each)	Complete materials: sorting salt packs, wet napkins, and coffee creamers (300 each)

Work break with co-worker

Teamwork task

Sorting pink plastic and wooden stir sticks and salt packs (150 each)

Work break with supervisor

WPA Component II

Trainee 1	Trainee 2
Incomplete materials: sorting plastic knives and forks (100 each)	Incomplete materials: sorting plates and pie sleeves (100 ea.)
Complete materials: sorting plastic knives, forks, and spoons (500 each)	Complete materials: sorting plates, pie sleeves and french fry sacks (500 each)

Work break with co-worker

Teamwork task

Sorting plates, pie sleeves, and plastic spoons (150 each)

Work break with supervisor

WPA Component III

Trainee 1	Trainee 2
Incomplete materials: sorting sugar and artificial sweetener packs (100 each)	Incomplete materials: sorting small & medium cup lids (100 each)
Complete materials: sorting sugar packs, artificial sweetener packs, and pepper packs (500 each)	Complete materials: sorting small, medium and large cup lids (500 each)

Work break with co-worker

Teamwork task

Sorting sweetener packs, pepper packs and small cup lids

Work break with supervisor

Training to evaluate the individual's job maintenance skills both before and after work adjustment interventions.

Two types of work tasks are included within each WPA component to minimize the possibilities of trainees receiving cues from each other and to provide an opportunity for the supervisor to request that each trainee change jobs. The work tasks (sorting food service items) address the critical job maintenance behaviors involved in work performance. Important socializing skills are also assessed in each of the work breaks. The evaluator should keep in mind the difference in the status of the two partners available to the trainee in each of the socializing simulations, i.e., the supervisor and a co-worker.

Administration considerations. If possible, the evaluator should wear a portable microphone in order to record verbal data important to the WPA. If videotaping the WPA, the administrator should not stand between the camera and the trainees who are being filmed. After the trainees begin their tasks, the supervisor (evaluator) should become busy in another part of the room, returning to the actual work station only if summoned or if it is time to present a new stimulus condition (demand). The administrator needs a stopwatch to monitor time.

The administrator must stress that the WPA is a simulation of an actual work situation with the administrator playing the role of the supervisor and the trainee playing the role of a new employee. Once the WPA session begins, the evaluator should require the trainees to stay in their roles as workers. To encourage such role taking, the evaluator should first explain the nature of the assessment to both trainees before they enter the area in which the WPA is to be conducted. As soon as the trainees enter the actual work area, they should assume their proper roles. Before each WPA session (I-III), the WPA administrator should discuss the following points with the trainees:

1. The WPA is a measure of your typical work style in several different work activities.
2. Act as if you are a new employee on the job.
3. Assume that you are an hourly employee being paid slightly more than minimum wage.
4. I am your work supervisor; treat me just as you would if you were actually on a job.
5. We are now ready to begin. Do you have any questions?
6. The WPA will be conducted in that area of the building. At this time, please move to the work area. I will enter the work area, greet each of

you, and explain the day's work to you. From that point on in the assessment, I will answer only those questions appropriate for a work supervisor.

The evaluator should set up a work break area in which to administer the WPA. Looking as much like a work station as possible, this area should be separate from the place in which the evaluator first orients the trainees to the WPA assessment. The evaluator may need to reorient trainees to their roles periodically during the WPA. In delivering work demands, the administrator should act like a work supervisor, e.g., the evaluator should be serious, business-like, and brief in his/her interactions with the trainees.

Precautions. Proper use of the WPA requires attention to the following precautions:

1. Absence of a problem during the WPA assessment does not mean that the problem does not exist. The evaluator should continue to observe the individuals' job maintenance behaviors throughout their tenure in the program. The WPA is only one sample of the person's employability behavior.
2. Job maintenance strengths and limitations should be described in specific behavioral terms. The evaluator should avoid statements such as "motivated" worker or "lazy" trainee; behavioral descriptions are recommended, e.g., "stays on task", "acknowledges own mistakes", "shouts at co-workers", or "begins work without understanding the task."
3. WPA assessment should be followed by systematic interventions to help trainees develop needed employability skills, e.g., Vocational Coping Training (Roessler & Johnson, in press), behavior management strategies (Marr & Roessler, 1986), or Conversation Skills Training (Lewis & Roessler, 1984). Trainees must understand how their strengths help them secure and maintain work and how their limitations interfere with their chances to get or keep a job.
4. Trainees must have ample time to practice their new skills. They will need considerable didactic instruction, modeling, role playing, corrective feedback, and reinforcement to reach their maximal levels of functioning.
5. Toward the end of the person's work adjustment program, the evaluator should review the typical demands of the work role with the trainee. Special emphasis should be placed on explaining to the trainee how his or her newly developed skills apply to a wide range of work situations.

6. Before exiting their work adjustment training programs, trainees should participate in a final WPA session. The evaluator and client should review employability assets and discuss changes needed to overcome remaining deficiencies.

Reliability and Validity

Two reliability and validity studies were conducted with the WPA. Implemented at the Hot Springs Rehabilitation Center (HSRC; Hot Springs, AR), the first study (see Appendix B for details) examined the reliability of in vivo and videotape ratings on the WPA as well as the WPA's validity. Participants in the study were clients at the Hot Springs Rehabilitation Center. Conducted at Timber Ridge Ranch (Benton, AR), a program serving individuals with traumatic brain injury (TBI), the second study (see Appendix C for details) also addressed reliability and validity questions.

Based on a sample of 24 clients, results from Study 1 (HSRC) provided support for the scorer reliability of the WPA. When data from multiple raters and components were analyzed, learning effect (the order in which WPA components were administered) was minimal, and parallel form reliability approached an acceptable level. However, additional refinement of the WPA is needed to decrease effects of these two factors on WPA scores. Evaluator differences were also noted with one administrator's ratings being significantly higher than those of another rater. WPA scores failed to discriminate between clients assigned directly to vocational training and those recommended for work adjustment. However, several problems with the validity criterion are noted in Appendix B, e.g., failure of the criterion to relate to other work adjustment measures (Roessler & Boone, 1982) or to center completion (Cook & Brookings, 1980).

In the second study conducted with 24 TBI clients, acceptable interjudge agreement and parallel form reliability were found. Learning had no effect on WPA performance, although administrator differences were noted. Validity evidence was supportive; the job placement group demonstrated consistently better job maintenance skills (higher WPA proportion scores) than did the work adjustment group.

While supportive of the concept of a work simulation measure of job retention, conclusions from the two studies underscore the need for further developmental research with the WPA. Evaluators using the WPA are reminded that the scorer reliability of the measure can be enhanced by

having additional staff rate videotaped performance. Indeed, for the most generalizable score, multiple ratings of performance on multiple WPA components are suggested. Both studies indicated the need for careful training of WPA administrators/raters. The two studies produced equivocal validity evidence for the WPA; hence, additional validity research is needed.

Conclusions

When data from multiple raters and administrators are considered, the WPA has acceptable scorer reliability. The most reliable composite scores occur by averaging multiple ratings from multiple WPA administrations (in vivo and tape ratings). With the provision that multiple raters are involved, it appears that WPA I, II, and III have the potential to identify individuals needing specific work adjustment services. Administrator effects noted in the two studies must be addressed by more thorough training in recognition of WPA behaviors and uniform administration of the WPA conditions. Additional validity evidence is needed, particularly from predictive validity studies which show that the WPA can identify rehabilitation clients who will be successful in retaining work. The Research and Training Center wishes to collaborate with agencies interested in conducting further research with the WPA.

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Appendix A

1. Introduction to WPA Trainees
2. WPA Script and Rating Form
3. Work Break Rating Form
4. Employability Comments

Introduction to WPA Trainees

Before we begin today, let me tell you about what you will be doing. You will be working with the WPA (Work Performance Assessment), which is a measure of the way people work when given different jobs to do. As you perform the different work activities, please observe the following rules:

1. Act as if you are a new employee on the job.

2. Pretend that you are an hourly employee being paid for the jobs you are asked to do.

3. Pretend I am your supervisor; treat me just as you would if you were actually on a job.

Do you have any questions? We are now ready to begin. You are a worker and I am your supervisor. Our job is in the next room. (ADMINISTRATOR OPENS DOOR TO ROOM AND SAYS:) At this time, I would like both of you to go to the work area (point to the work area). I will join you there, greet each of you, and explain the day's work to you. From that point on, I will answer only those questions that are appropriate for a work supervisor. Remember to stay in your role as a worker; and I will stay in my role as your supervisor.

WPA Script

Directions: Follow the scripted material (demand/demeanor and dialog/directions) to present each of the 19 WPA work demands. Remember to assume the role of a work supervisor and to present the demands in a similar style to each trainee. Stress how important it is that trainees remain in the role of workers throughout the assessment. The trainees may work at the same table, but not side-by-side until the teamwork task.

Demand/Demeanor	Dialog/Directions
1. Greet each trainee (Tr-1, Tr-2) Smile; act friendly and interested; look at each trainee during greeting.	To both: "Good morning/afternoon." (wait briefly for reply) To Tr-1: "How are you, ____?" (wait briefly for reply) To Tr-2: "And, ____, how are you doing?" (wait briefly for reply)
2. Direct trainees to work station and explain source of work	To both: "Let me show you to your work station. Come over here to this table and have a seat. We have some large contracts with several fast food restaurants. One of our jobs is to sort food service items that get mixed up during rush hours when busy employees are hurrying to fill orders as fast as they can. That is what both of you will be working on this morning/afternoon." (Turn away to pick up bags containing items to be sorted, which are needed for the next demand. For this task, one of the sorting items should be missing from the bags given to each trainee.
3. Provide vague instructions Make eye contact; use neutral voice tone; maintain business-like manner, but speak/act as if you are in a slight hurry.	To Tr-1: "In this bag are some food service items that are mixed up (place bag beside Tr-1). Your task is to sort the items out so that all the __s are together, all the __s are together, and all the __s, are together.* Go ahead and begin now." To Tr-2: "This is your bag of materials. You are to sort out these food service items (place bag beside Tr-2) so that all the __s are together, all the __s are together, and all the __s are together. Get started right away." (Walk away as soon as you are through with the instructions. Allow 1 minute to elapse before doing the final rating and moving on to the next demand, unless either Tr asks you to clarify the instructions--in which case, immediately complete the last rating and move on.)

*Insert proper items to sort depending on the WPA component.

4.	Explain supervisory error Make eye contact; maintain neutral voice tone--offer information, in a somewhat apologetic manner.	To Tr-1: "I guess I must have been in a real hurry. I gave you the wrong bag to sort. The first shift has already been sorting these items. I also failed to give you the exact instructions and materials you will need. Sorry about that." To Tr-2: "I forgot to give you all the instructions and materials you needed, and I gave you work from the first shift by mistake. I can't expect you to do your job if you don't have everything you need, can I?" To both: "I'll be right back with what you need."
5.	Provide detailed instructions	(Provide each trainee a new bag of materials with all three items to sort. Then bring 6 trays, 3 for each Tr, to the work station. Pick up each food service item as you talk, and point to tray onto which it is to be sorted.) To Tr-1: "Here are the items you need to sort and 3 trays, one for each of the items you are sorting (lay out trays in front of Tr-1). First take all the __ out of the bag and put them on one tray. Be sure to get all the __ out of the bag before you start on the other items. Then take all the __ out of the bag and put them on another tray. Once you have all the __ out of the bag, sort all of the __ onto the third tray." (Pick up each item as you talk, and point to tray onto which it is to be sorted). To Tr-2: "The materials you need to sort are in this bag. Each item should be placed on one of the trays (lay out 3 trays in front of Tr-2). First take all the __ out of the bag and place them on one tray. After you've gotten all the __ out of the bag, then start on the __. Be sure to get all the __ out of the bag and onto the tray before you start on the __. Sort them onto the third tray." (If Trs have not started work in 15 seconds of instructions, prompt each to start work. Return to your "desk" for Demand 6.)

6.	Observe trainees working Sit at your "desk." Remain silent, unless comments addressed to you demand an answer; answers should be neutral and matter-of-fact.	No dialog unless addressed. Unless inappropriate to question, answers should simply direct Tr to continue working. (Allow 1½ minutes to elapse, then complete rating.)
7.	Stand next to trainee Stand just to side and rear of Tr; fold arms across chest; maintain serious expression. Any dialog should be neutral and matter-of-fact in tone.	No dialog unless addressed. Unless inappropriate to question, answers should simply indicate that you wish to watch Tr work. (Stand over each Tr in turn for 15 seconds, then complete rating.)
8.	Create a distraction Distractions may be created in several ways: (1) sort through a bag of materials not currently in use (shake bag up and down and manipulate the items so as to make a distracting noise), (2) play a radio loudly, turning it on and off and tuning stations in and out, and (3) enlist the assistance of a confederate and carry on a social conversation. All distractions should last 1 minute. Observe Trs but appear to be attending to the distraction.	No dialog. (After 60 seconds of noise, complete ratings.)

9.	Show a new way to work Make eye contact; maintain neutral voice tone and matter-of-fact manner.	(Demonstrate, using one each of the second and third items to be sorted.) To Tr-1: "I want you to work a little differently for the next 5 minutes. Instead of sorting all of the __ out of the bag before starting on the other items, try this and see if it goes faster. Reach into the bag and pick up any item, no matter what it is, and put it directly onto the correct tray. If you pick out a __, go ahead and place it on a tray. If you pick out a __, place it directly on the correct tray and don't worry about whether there are still __ or __ in the bag." (Demonstrate, using one each of the second and third items to be sorted.) To Tr-2: "See if you can't get more sorted during the next 5 minutes by changing how you work. What I want you to do is pick any item out of the bag and place it directly onto the correct tray. Don't wait to get all of the __ out of the bag before starting on the other items. If you pick up a __, just put it on the tray. If you pick up a __, go ahead and sort it onto the tray even if you still have __ left in the box." (After rating, wait 1 minute before going on to the next demand.)
10.	Introduce time pressure Make eye contact; manner and voice tone should have a tinge of urgency to them--but avoid being punitive.	To Tr-1: "You've now worked 2 minutes, and altogether you only have about (estimate %) of the items sorted. You have just 3 more minutes to work on this part of the job, so you need to pick up your pace." To Tr-2: "I see you have sorted only about (estimate %) of the items in your bag. You've already been working 2 minutes, so you only have 3 more minutes on this job. You need to speed up." (After rating, wait 1 minute before going on to next demand.)

11. <u>Criticize trainee's work</u> Make eye contact, frown, and shake head; maintain serious expression. CRITICIZE WORK METHODS, NOT THE PERSON. Gesture with the work--i.e., tap it on the work table or trays.	To Tr-1: "Just look at all the mistakes you've made--all these __ in with the __. You need to slow down and pay more attention to what you're doing. Mistakes like this cost the company money." To Tr-2: "This work will never pass quality control. You need to stop talking to other workers and be more careful to get only __ in this tray and only __ in this tray. We don't have time for you to do this over." OR "You're still working too slowly. We will never get this contract completed if you don't speed up." OR "Your work is really sloppy--look at all these __ that have fallen off this tray. Take the time to get it in the right place the first time. No one wants to clean up after you." (<u>After</u> rating, wait 1 minute before going on to next demand.)
12. <u>Compliment trainee's work</u> Make eye contact, smile, and use enthusiastic voice tone; stand close (friendly zone) to the person (but do not touch).	To Tr-1: "That's much better work! You really seem to be getting the hang of it now." (Pause briefly to allow for a response, if there is a verbal one.) To Tr-2: "I can see that your work has improved! You're doing a good job now!" (Pause briefly to allow for a response, if there is a verbal one. Wait approximately 1 minute before going on to the next demand.)
13. <u>Instruct trainees to switch tasks</u> Make eye contact; maintain neutral voice tone and business-like manner.	To both: "Stop work now. I need to give you some new instructions. I want the two of you to switch jobs for the next few minutes. That means that you (Tr-1) will now sort __, __, and __ from this bag (switch bags). And you (Tr-2) will now sort __, __, and __ from this bag (point). Work the same way you have (switch trays as you say this) the last few minutes. It's only the kind of items that are different. You are both to work on your new tasks until I tell you to stop." (Allow 4 minutes to elapse or wait until all items are sorted.) "You may stop work now." (Move right into next demand.)

14. <u>Socializing with co-worker</u> Make eye contact, smile, but use neutral voice tone when directing EEs to break area.	To both: "Why don't you both take a 5-minute workbreak and visit with each other over there (point) in the break area while I get your next job ready." (Do not speak to trainees unless addressed. Observe unobtrusively. Rate behaviors as they occur using a separate form to rate quality components. Prepare materials for team assignment. Allow 3-5 minutes for the break.)
15. <u>Direct trainees to work together</u> Make eye contact; use neutral voice tone and serious expression; maintain business-like manner.	To both: "I want you both to return to your work station and begin your next task. Your break is over." (Remove 3 trays from work table. Pause to allow EEs time to return from break area. If one or both have not started back in 10 seconds, prompt in matter-of-fact tone.) To both: "I want you to begin sorting the items in this bag (point) onto the trays (point) just as you did before. This time, though, I want you to work <u>together</u> on the task. You can divide up the work however you want to, but get started now." (The teamwork sorting items, which contain items from both tasks, should be placed at the work station when the trainees return from work. Allow 2 minutes to establish a work pattern before going on to next demand.)
16. <u>Ask trainees to criticize each other</u>	To Tr-1: "Now that you've had a chance to work together on this task for a few minutes, I want you to tell your co-worker one thing s/he could do to improve his/her work. Don't tell me; tell him/her." (Pause to let Tr-1 criticize and Tr-2 react.) To Tr-2: "Now I want <u>you</u> to name one thing your co-worker could do to make your task go better, faster, or smoother. Don't tell me; tell him/her." (Pause to let Tr-2 criticize and Tr-1 react.)

17.	Ask trainees to compliment each other Make eye contact, and face trainee initially--then step back and look at other trainee (the one to be complimented). Use neutral voice tone, and matter-of-fact manner.	To Tr-1: "Now I'd like you to look at your co-worker over there, and tell him/her directly one thing you really like about how he/she works." (Pause to let Tr-1 compliment and Tr-2 react.) To Tr-2: "Now you tell your co-worker one thing you really like about how he/she works. Again, don't tell me; tell him/her." (Pause to let Tr-2 compliment and Tr-1 react.)
18.	Observe trainees completing the task together Make eye contact; use neutral voice tone, and matter-of-fact manner to give instruction. Then step back to your "desk" to simply observe.	To both: "OK, you now have 3 more minutes until the end of this work period. See how much you can get done working together during that time." (Refrain from any dialog with trainees. Wait 3 minutes before going on to the next demand or until all materials are sorted, if sooner.)

19. <u>Workbreak with supervisor</u> Make eye contact; use neutral voice tone and matter-of-fact manner to give initial instructions. Adopt friendly voice tone and relaxed manner and posture during "breaks". Maintain eye contact; smile.	To both: "The work period is over, and it's time for a short break. Why don't you go over and sit in the break area for a few minutes?" (Allow them both to get up and start toward the break area.) To Tr-1: "Before you take a break, __, I'd like to see you a moment (let Tr-2 go on). Have a seat. I really haven't had a chance to visit with you since you came to work for us. How is everything going?" Ask one or two socializing questions like "Where is your home town? Do you still have a family there? Do you have a family?" Present Tr-1 with 15 seconds of silence--no dialog unless s/he initiates it, in which case you respond accordingly. "OK, __, thanks for visiting with me (pause). Have a seat over in the break area now, if you will, until I call you." (Limit segment with Tr-1 to 4 minutes maximum. Quickly rate Tr-1 before calling Tr-2. Use separate sheet for quality components.) To Tr-2: "__, would you come over here for a few minutes, please? (pause) Have a seat, won't you? I just wanted to get acquainted with you since you're a new employee. How is everything going?" Ask one or two socializing questions like "What do you like to do in your spare time? What are your hobbies? Do you like sports?" Present Tr-2 with 15 seconds of silence--no dialog unless s/he initiates it, in which case you respond accordingly. "Ok, __, thanks for visiting with me (pause). Why don't you go back over to the break area for just a few minutes?" (Limit segment with Tr-2 to 4 minutes maximum. Quickly rate Tr-2 before closing the unit. Use separate sheet for quality components.)
Dismiss the trainees	To both: "That will be all for today. You can step out of your role as a new employee. You can now return to your training area. Thanks for coming. We'll see you back here at ___ tomorrow, OR, This is the last day we need you to do this."

WPA Rating Form

Rater_____Trainee 1_____

Date_____WPA Component_____Trainee 2_____

Directions: Indicate on this rating sheet whether Trainee 1 (Tr-1) and Trainee 2 (Tr-2) exhibit specific behaviors following presentation of each WPA demand. Check each behavior performed by each trainee. DO NOT CHECK ANY BEHAVIORS THAT ARE NOT PERFORMED.

1. Demand: Greet each trainee (Tr)	Tr-1	Tr-2
Ratings		
Makes eye contact (looks at Supervisor (S) while S is speaking).	____	____
Returns greeting (says "hello", "good morning/ afternoon", etc.).	____	____
Responds to S's inquiry (states how he/she is doing).	____	____
Asks S a greeting related question (says "how are you", "how is it going?").	____	____
2. Demand: Direct trainees to work station and explain source of work		
Ratings		
Takes seat when told.	____	____
Acknowledges assignment in an appropriate verbal manner (e.g., "OK", "All right", "That sounds good", "I understand").	____	____
Listens without interrupting, grimacing, or making hostile/sarcastic comments.	____	____
3. Demand: Provide vague instructions		
Ratings		
Makes eye contact (looks at S while S is speaking; may glance at tasks as S points them out).	____	____
Listens without interrupting, grimacing, or making hostile/sarcastic comments.	____	____
Starts task immediately (within 5 seconds).	____	____
Asks S to clarify sorting instructions or indicates a need for additional materials.	____	____

4. Demand: Explain supervisory error

Ratings

Makes eye contact (looks at S while S is speaking).	____	____
Acknowledges S's error verbally without hostile/ sarcastic comments.	____	____
Stops work until new instructions and/or materials are received	____	____

5. Demand: Provide detailed instructions

Ratings

Makes eye contact (looks at S while S is speaking; may glance at tasks as S points them out).	____	____
Verbalizes understanding of task (e.g., "OK, I understand", "I'll do it", or repeats the assignment).	____	____
Starts work immediately (within 5 seconds).	____	____
Works without prompting or excessive questioning or complaining.	____	____

6. Demand: Observe trainees working.

Ratings

Works steadily (works at a pace consistent with cognitive and physical capabilities without stopping for prolonged periods of time).	____	____
Works on task without disrupting others by talking or creating a distraction.	____	____

7. Demand: Stand next to trainee

Ratings

Works steadily in S's presence (stops only to ask an appropriate job related question).	____	____

8. Demand: Create a distraction

Ratings

Does not stop working for longer than 5 seconds.	____	____
Refrains from excessive complaining or hostile remarks.	____	____

9. Demand: Show a new way to work

Ratings

Makes eye contact (looks at S while S is talking; may glance at tasks as S points them out).	____	____
Verbalizes understanding of new work method (says "I understand", "OK, I'll do it" or restates assignment).	____	____
Changes work method when instructed.	____	____
Resumes work without becoming upset (no grimacing or hostile/sarcastic comments).	____	____
Works without prompting or excessive questioning or complaining.	____	____

10. Demand: Introduce time pressure

Ratings

Speeds up work pace.	____	____
Works without arguing or becoming upset (no complaining or hostile comments).	____	____

11. Demand: Criticize trainee's work

Ratings

Makes eye contact (looks directly at S while S is speaking).	___	___
Acknowledges S's criticism verbally (e.g., "Oh, I see", "I understand", "That's a good idea," etc.).	___	___
Resumes work without arguing, complaining, making sarcastic/ hostile remarks, and/or disrupting work area.	___	___
Corrects error.	___	___

12. Demand: Compliment trainee's work

Ratings

Makes eye contact (looks at S while S is speaking).	___	___
Says "thank you" or other appropriate verbal recognition of praise.	___	___
Nods head or otherwise gives appropriate nonverbal acknowledgement of praise.	___	___
Continues working.	___	___

13. Demand: Instruct trainees to switch tasks

Ratings

Makes eye contact (looks at S when S is speaking).	___	___
Stops as soon as told (within 5 seconds).	___	___
Maintains eye contact with S or task.	___	___
Starts work as soon as told to (within 5 seconds).	___	___
Works steadily until told to stop (works on task without stopping to rest or talk to others, etc.).	___	___

14. Demand: Socializing with co-worker

Ratings

Asks opening question (e.g., "How's it going?", "What's new?", or "How do you like this work?").	____	____
Responds appropriately when co-worker initiates conversation.	____	____
Asks follow-up question.	____	____
Maintains conversation.	____	____
Expresses self-disclosures appropriately (states opinion; relates appropriate personal information, e.g., "I like ___", etc.).	____	____
Verbalizes appropriate conversational closing when asked to return to work.	____	____

15. Demand: Direct trainees to work together

Ratings

Starts back from break area immediately (within 10 sec.).	____	____
Refrains from complaining or becoming upset (no hostile/sarcastic remarks).	____	____
Makes eye contact (looks at S while S speaks; glances at tasks as S presents them).	____	____
Verbalizes understanding of task (says "I understand", "I see", or repeats instructions, etc.).	____	____
Verbalizes that he/she will do a specific task.	____	____
Begins work immediately on team assignments (within 5 seconds.).	____	____
Works steadily on tasks (does not stop to talk or rest, does not disrupt work activity).	____	____

16. Demand: Ask trainees to criticize

Ratings

Names at least one concrete change in work procedures.	____	____
Makes eye contact with Tr when giving criticism.	____	____
Nods head or says "OK," etc. to acknowledge criticism.	____	____
Refrains from becoming upset/defensive.	____	____

17. Demand: Ask trainees to compliment

Ratings

Names at least one positive work behavior.	___	___
Makes eye contact with Tr when giving compliment.	___	___
Makes eye contact when receiving compliment	___	___
Says "thank you".	___	___

18. Demand: Observe trainees working

Ratings

Starts back to work immediately (within 5 seconds.).	___	___
Refrains from complaining, sarcastic remarks, or excessive questioning.	___	___
Works steadily through entire work period (does not stop to talk or rest; does not disrupt work activity).	___	___

19. Demand: Workbreak with supervisor

Ratings

Responds appropriately when S initiates conversation.	____	____
Maintains conversation with S.	____	____
Looks at S while S is speaking.	____	____
When presented with silence, asks an opening question.	____	____
Asks follow-up question.	____	____
Maintains conversation.	____	____
Expresses self-disclosures appropriately (states opinions, likes, or dislikes).	____	____
Verbalizes appropriate conversational closing.	____	____

20. List any specific employability limitations or assets that should be considered in each trainee's work adjustment or placement program.

Trainee 1:_____

_____

_____

Trainee 2:_____

_____

_____

WPA Work Break Rating Form

Trainee 1:_____Rater:_____

Trainee 2:_____WPA Component:_____Date:_____

Directions: Indicate whether Trainee 1 (Tr-1) or Trainee 2 (Tr-2) exhibit any of the following behaviors. Rate their performance during the work break segments by placing a check mark next to each behavior performed. DO NOT CHECK ANY BEHAVIORS THAT ARE NOT PERFORMED.

	Tr-1	Tr-2
Demand 14. Work Break with Co-worker		
Quality Components		
Pleasing voice tone and volume	____	____
Appropriate eye contact	____	____
Appropriate posture	____	____
Positive emotional tone	____	____
Expresses enthusiasm through facial expressions and gestures	____	____
Appropriate dress	____	____
Acceptable personal hygiene	____	____
Demand 19. Work Break with Supervisor		
Quality Components		
Pleasing voice tone and volume	____	____
Appropriate eye contact	____	____
Appropriate posture	____	____
Positive emotional tone	____	____
Expresses enthusiasm through facial expressions and gestures	____	____
Appropriate dress	____	____
Acceptable personal hygiene	____	____

Appendix B

Study 1: Hot Springs Rehabilitation Center

Reliability/Validity Study 1

Nineteen male students and five female students at the Hot Springs Rehabilitation Center participated in the first study (N=24). Based on results of a staffing, 12 students recommended for work adjustment services at the Center and 12 recommended for vocational training were selected. The work adjustment group consisted of 8 men and 4 women; the direct to vocational training group, 10 men and 2 women. All of the participants were judged eligible for rehabilitation services in Arkansas. Disability breakdowns for the two groups were as follows: Vocational training group--emotional (n=2), physical (n=9) and intellectual (n=1); work adjustment group--emotional (n=5), intellectual (n=2), and physical (n=5).

Although both groups were young (19 and 28 years of age on the average), the direct to vocational training group was significantly older $t(22)=2.92$, $p<.01$. At the same time, the work adjustment group reported more years of education (M=11.08, SD=1.73) than did the direct to training group (M=9.75, SD=1.76), $t(22)=1.87$, $p<.10$. No differences were found between the work adjustment and vocational training groups respectively on intelligence as measured by the Beta (M=87.67 and M=92.56) or achievement (grade level) as measured by the Wide Range Achievement Test (Reading - M=6.91 and M=6.25; Spelling - M=5.92 and M=5.08; Math - M=5.92 and M=6.58). Although comparable to the direct to training group in intelligence and achievement, the work adjustment group was younger, somewhat better educated, and more likely to report emotional disorders.

All participants completed the three WPA components (I, II, III). The research design made it possible to administer each WPA component in the first, second, and third positions. Hence, all six possible orders were used. The design also called for each of the three female research assistants to administer each component an equal number of times and to appear in each administration position an equal number of times. Finally, the design enabled each participant to have a different partner for each of the three WPA components. In no cases were the groups mixed, i.e., WPA pairs consisted of either 2 work adjustment or 2 vocational training students. Whenever possible students completed the WPA on three consecutive days or, at least, within one week's time.

Each WPA presentation was scored by the evaluator (in vivo). Videotapes of these sessions were then rated by the remaining two evaluators who were then filling the role of tape raters.

Participants in Study 1 demonstrated approximately 61% to 66% of the criterion behaviors on the WPA. For example, on the

initial WPA administration, regardless of form or administrator, the average in vivo rating (proportion scores, i.e., percent of 83 criterion behaviors demonstrated) for the 24 students was 60.79 with a standard deviation of 9.81. Tape rating estimates were similar with proportion scores of 64.75 (6.50) and 63.88 (6.79).

The extent of agreement between in vivo and tape ratings is presented in terms of both a narrow and wide observational base or behavioral sample. For example, the narrower base on which to judge the agreement of the in vivo/tape ratings involved comparing the first in vivo administration of the WPA (regardless of form or administrator) and the two related tape ratings. This comparison involved only one estimate (first administration only) of an individual's employability.

No mean differences [$F(2,69)=1.69$, p=ns.] were found among the comparisons of initial in vivo scores (M=60.79, SD=9.81) and their two tape rating scores (M=64.75, SD=6.50 and M=63.88, SD=6.79). Agreement between the in vivo scoring of the first administration of the WPA and the two tape ratings was significant at the .01 level (In vivo/Tape 1, r=.61, $p<.01$; In vivo/Tape 2, r=.77, $p<.01$).

Using the broadest behavioral sample possible (all WPA in vivo composite scores and all tape rating scores across three sessions), agreement was examined in a second analysis. In effect lengthening the WPA three times, this approach established the outer limits of agreement on employability as measured by the WPA. The correlation between total WPA scores from in vivo estimates (3) and from tape rating estimates (6) was .88, $p<.01$.

Reliability of the WPA can, therefore, be enhanced by increasing the number of judges and averaging their scores or by administering additional forms of the WPA. Using the second strategy (administering additional forms), one extends the period of behavioral observations and, thus, the generalizability of the composite score.

Several other key questions regarding use of the WPA were also examined, namely the effects of different administrators; the comparability of WPA I, II, and III; and the effect of order of administration. When all ratings (in vivo and tape) were considered, the three factors had minimal influence on WPA results. For example, although Administrator 1 (Ad1) reported significantly lower scores for the 24 students than did administrator 3, no differences were found between the scores of administrators 1 and 2 and 2 and 3. The three scores were as follows: Ad1, M=61.35, SD=9.51; Ad2, M=66.55, SD=8.91; and Ad3, M=68.75, SD=8.14, $F(2,57)=3.67$, $p<.05$. Agreement among the

administrators was, however, low using their scores (in vivo) only, e.g., Ad1/2, r=.39, p=.10; Ad1/3, r=.68, p<.01; and Ad2/3, r=.40, p<.10

When all estimates (tape and in vivo) were considered, administrator effects decreased somewhat. Scores from the three administrators, one, two, and three respectively, were as follows: M=63.50, SD=7.07, M=67.25, SD=6.64, M=68.00, SD=7.01 with only a statistical trend for administrator 1 to differ from administrators 2 and 3; F(2,57)=2.44, p<.10. With the broader behavioral base for estimating employability, administrator agreement increased considerably, e.g., Ad1/2, r=.61, p<.01; Ad 1/3, r=.63, p<.01), and Ad2/3, r=.58, p<.01.

Equivalence of the three WPA forms (I, II, III) was also examined. Using only the in vivo scores for forms I, II, and III of the WPA, one finds similar mean proportion scores, M=64.10, SD=10.06, M=68.20, SD=9.19, and M=64.35, SD=8.34, respectively; F(2,57)=1.24, p=ns. Agreement between forms I and II (r=.35, p=ns.) and between forms I and III (r=.28, p=ns.) is low while agreement between forms II and III is high (r=.64, p<.01) using the in vivo score only.

When the composite scores are considered, i.e., the estimate of a participant's performance on a specific WPA form based on all available in vivo and tape ratings, the agreement increases for all forms except the form II/III correlation. As in the past, average scores for each form are similar; Form 1, M=65.65, SD=6.60; Form 2, M=67.55, SD=7.84; and Form 3, M=65.55, SD=6.90; F(2,57)=.50, p=ns. Agreement correlations are in the .50 to .59 range, e.g., I/II, r=.59, p<.01; I/III, r=.52, p<.05; II/III, r=.50, p<.05). As would be expected, multiple estimates of performance yielded higher levels of agreement across WPA forms.

The effect of order in which the components were administered was also examined. Based on only the in vivo scores, order does not affect group scores. WPA proportion scores in order of administration were M=64.85, SD=9.29, M=66.00, SD=9.07, and M=65.80, SD=9.84; F(2,57)=.09, p=ns. Agreement is another matter. Though mean scores were not significantly different, agreement was low, e.g., Order 1/Order 2, r=.58, p<.01; 1/3, r=.34, p=ns; 2/3, r=.22, p=ns).

When additional WPA estimates are considered (all possible in vivo and tape estimates for orders 1, 2 and 3), agreement increases. Again, mean differences for order were not found, M=66.35, SD=6.89, M=66.05, SD=7.26, M=66.65, SD=7.03; F(2,57)=.02, p=ns. Agreement among the orders was as follows: Order 1/2, r=.56, p<.01; 1/3, r=.54, p<.01; 2/3, r=.46, p<.05).

In Study 1, the WPA performance of the two criterion groups, work adjustment (group 1) and vocational training (group 2) did not differ. Based on a composite in vivo score across three administrators, group 1's proportion score was $\underline{M}$=63.97, SD=8.49, and group 2's, M=67.13, SD=5.61, $\underline{t}(19)$=.98, $\underline{p}$=ns. Composite scores based on tape ratings only were also similar (group 1, $\underline{M}$=66.18; group 2, $\underline{M}$=66.93), $\underline{t}(19)$=.29, $\underline{p}$=ns.

Data from multiple forms and raters indicate that the WPA can be scored with high interjudge agreement. Additional developmental research, however, is needed to enhance the parallel form reliability of the measure. In addition, more intensive evaluator training is suggested in order to minimize the administrator effect. Finally, additional validity evidence as provided in the study to follow is needed.

Appendix C

Study 2: Timber Ridge Ranch

Reliability/Validity Study 2

Conducted at Timber Ridge Ranch (Community Re-Entry Services of Arkansas), the second study examined whether the behavioral responses to the WPA could be reliably scored, whether those responses would be stable across parallel WPA forms, and whether differences could be observed between two criterion groups, clients ready for vocational training or job placement and clients referred for work adjustment training. Twenty-four adults with traumatic brain injury (TBI), twelve job placement clients and twelve vocational adjustment clients, were administered each of the three units of the WPA. Clients participated in one WPA unit per day with two to three days separating the three unit administrations.

Three vocational rehabilitation counselors participated as administrators in the study and scored client performance. Each person's score on a WPA unit represented the proportion of behaviors rated as present out of the total number of behaviors possible. The order in which the units were administered was counterbalanced so that each unit was administered in each position (i.e., first, second, third) an equal number of times. Each WPA administration also was videotaped, and two raters later scored the videotapes independently. Interobserver agreement between the two videotape raters and between each videotape rater and each administrator was then calculated. While simple occurrence reliability assessments yielded agreement scores of .88 to .92, Kappa Coefficients of Reliability ranged in value from .74 to .81. Kappas were calculated because they were a more stringent measure of reliability. Thus, the data indicated that the WPA units can be reliably scored either by administrators in vivo or from videotape by trained raters.

No significant differences were observed among the scores obtained on the three units for clients in either criterion group. Specifically, with data collapsed across administrators, the mean scores for the good worker group on units I, II, and III were 74.67, 75.75, and 74.58, respectively. For the work adjustment group, the means were 58.08, 57.76, and 56.60 for units I, II, and III. These findings indicated that the three WPA units were equivalent, i.e., yielded similar estimates of the job maintenance skills.

The effects of repeated exposure to the WPA were also examined. No significant differences were observed among scores on WPA units which were administered first, second, or third. Thus, client performance was basically stable across the three administrations of the different WPA units irrespective of the order in which they were presented.

The data did demonstrate that performance on the WPA could be affected by the particular administrator who was present. While the average WPA proportion scores for the work adjustment group were similar across administrators (54.30, 57.33, 57.17), there was a significant administrator effect in the good worker group ($F(2,32)=5.75$, $p<.01$). In this group, the mean scores elicited by the three administrators were 81.67, 71.42, and 71.92, with significantly better performance seen with administrator 1, a female, than with the other two administrators who were both males. Obviously, further research is needed to determine the characteristics of the administrators (e.g., gender, demeanor, presentation style, etc.) that influence client performance.

In terms of group differences, the job placement group demonstrated consistently better job retention skills than the work adjustment group ($M=75.08$ vs. $M=57.25$), a difference which proved to be highly significant ($F(1,22)=137.78$, $p<.001$).

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Work Performance Assessment

SCRIPT & RATING FORM

Rater		Trainee 1
Date	WPA Component	Trainee 2

WPA SCRIPT & RATING FORM

Developed by

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Suki Hinman
Frank D. Lewis

Community Re-Entry Services of Arkansas
A Program of the New Mexico Head Injury System
Benton, Arkansas

WPA SCRIPT & RATING FORM
was redesigned into a booklet format
for ease of handling.
Each booklet contains a
script and rating form.

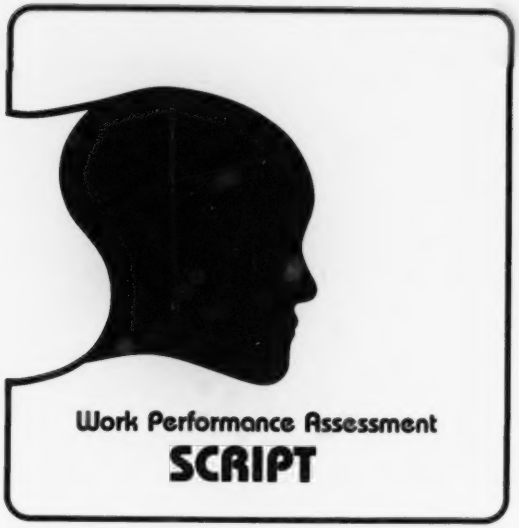
1988

Introduction to WPA Trainees

Before we begin today, let me tell you about what you will be doing. You will be working with the WPA (Work Performance Assessment), which is a measure of the way people work when given different jobs to do. As you perform the different work activities, please observe the following rules:

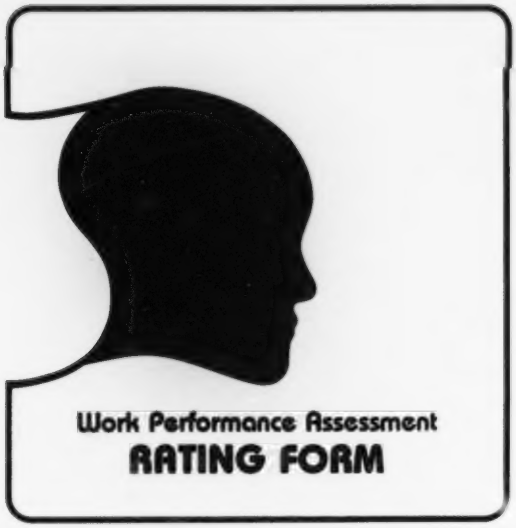
1. Act as if you are a new employee on the job.
2. Pretend that you are an hourly employee being paid for the jobs you are asked to do.
3. Pretend I am your supervisor; treat me just as you would if you were actually on a job.

Do you have any questions? We are now ready to begin. You are a worker and I am your supervisor. Our job is in the next room. ***(Administrator—Ad opens door to room and says:)*** At this time, I would like both of you to go to the work area ***(point to the work area).*** I will join you there, greet each of you, and explain the day's work to you. From that point on, I will answer only those questions that are appropriate for a work supervisor. Remember to stay in your role as a worker and I will stay in my role as your supervisor.



Directions

Follow the scripted material (demand/demeanor and dialog/directions) to present each of the 19 WPA work demands. Remember to assume the role of a work supervisor and to present the demands in a similar style to each trainee. Stress how important it is that trainees remain in the role of workers throughout the assessment.



Directions

Indicate on the rating sheets whether Trainee 1 **(Tr-1)** and Trainee 2 **(Tr-2)** exhibit specific behaviors following presentation of each WPA demand. Check each behavior performed by each trainee. **Do not check any behaviors that are not performed.**

1

Demand/Demeanor	Dialog/Directions
1. Greet each trainee (TE) Smile, act friendly and interested; look at each trainee during greeting.	**To both:** "Good morning/afternoon." ***(wait briefly for reply)*** **To Tr-1:** "How are you, _____?" ***(wait briefly for reply)*** **To Tr-2:** "And, _____, how are you doing?" ***(wait briefly for reply)***
2. Direct trainees to work station and explain source of work	**To both:** "Let me show you to your work station. Come over here to this table and have a seat. We have some large contracts with several fast food restaurants. One of our jobs is to sort food service items that get mixed up during rush hours when busy employees are hurrying to fill orders as fast as they can. That's what both of you will be working on this morning/afternoon." ***(Turn away to pick up bags containing items to be sorted, which are needed for the next demand.)***
3. Provide vague instructions Make eye contact; use neutral voice tone; maintain business-like manner, but speak/act as if you are in a slight hurry.	**To Tr-1:** "In this bag are some food service items that are mixed up ***(place bag beside EE)***. Your task is to sort the items out so that all the _____s are together,* all the _____s are together,* and all the _____s are together.* Go ahead and begin now." **To Tr-2:** "This is your bag of materials. You are to sort out these food service items ***(place bag beside EE)*** so that all the _____s are together,* all the _____s are together,* and all the _____s are together.* Get started right away." ***(Walk away as soon as you are through with the instructions. Allow one minute to elapse before doing the final rating and moving on to the next demand. Respond if either EE asks you to clarify the instructions.)***

* Insert proper items to sort depending on the WPA component.

1. DEMAND: Greet each trainee (III).	Tr-1	Tr-2
Ratings		
Makes eye contact (looks at Administrator—Ad while Ad is speaking).	_____	_____
Returns greeting (says "Hello," "Good morning/afternoon," etc.).	_____	_____
Responds to Ad's inquiry (states how he/she is doing).	_____	_____
Asks Ad a greeting related question (says "How are you?" "How is it going?").	_____	_____

2. DEMAND: Direct trainees to work station and explain source of work.	Tr-1	Tr-2
Ratings		
Takes seat when told.	_____	_____
Acknowledges assignment in an appropriate verbal manner (e.g., "OK," "All right," "That sounds good," "I understand").	_____	_____
Listens without interrupting, grimacing, or making hostile/sarcastic comments.	_____	_____

3. DEMAND: Provide vague instructions.	Tr-1	Tr-2
Ratings		
Makes eye contact (looks at Ad while Ad is speaking; may glance at tasks as Ad points those out).	_____	_____
Listens without interrupting, grimacing, or making hostile/sarcastic comments.	_____	_____
Starts task immediately (within five seconds).	_____	_____
Asks Ad to clarify sorting instructions, or indicates a need for additional materials.	_____	_____

Demand/Demeanor	Dialog/Directions
4. Explain supervisory error Make eye contact; maintain neutral voice tone—offer information, **not** an apology.	**To Tr-1:** "I guess I must have been in a real hurry. I failed to give you the exact instructions and materials you will need." **To Tr-2:** "I forgot to give you all the instructions and materials you needed. I can't expect you to do your job if you don't have everything you need, can I?" **To both:** "I'll be right back with what you need."
5. Provide detailed instructions	***(Bring six trays, three for each EE, with you to work station. Pick up each item as you talk, and point to tray onto which it is to be sorted.)*** **To Tr-1:** "Here are three trays, one for each of the items you are sorting ***(lay out trays in front of Tr-1).*** First take all the _____ out of the bag and put them on one tray. Be sure to get all the _____ out of the bag before you start on the other items. Then take all the _____ out of the bag and put them on another tray. Once you have all the _____ out of the bag, sort all of the _____ onto the third tray." ***(Pick up each item as you talk, and point to tray onto which it is to be sorted).*** **To Tr-2:** "Each item you are sorting should be placed on one of the trays ***(lay out three trays in front of Tr-2).*** First take all the _____ out of the bag and place them on one tray. After you've gotten all the _____ out of the bag, then start on the _____. Be sure to get all the _____ out of the bag and onto the tray before you start on the _____. Sort them onto the third tray." ***(If EEs have not started work in 15 seconds of instructions, prompt each to start work. Return to your "desk" for Demand 6.)***

4. DEMAND: Explain supervisory error.	Tr-1	Tr-2
Ratings		
Makes eye contact (looks at Ad while Ad is speaking).	_____	_____
Acknowledges Ad's error verbally without hostile/sarcastic comments.	_____	_____
Stops work until new instructions and/or materials are received.	_____	_____

5. DEMAND: Provide detailed instructions.	Tr-1	Tr-2
Ratings		
Makes eye contact (looks at Ad while Ad is speaking; may glance at tasks as Ad points them out).	_____	_____
Verbalizes understanding of task (e.g., "OK, I understand," "I'll do it," or repeats the assignment).	_____	_____
Starts work immediately (within five seconds).	_____	_____
Works without prompting or excessive questioning or complaining.	_____	_____

Demand/Demeanor	*Dialog/Directions*
6. Observe trainees working Sit at your "desk." Remain silent, unless comments addressed to you demand an answer; answers should be neutral and matter-of-fact.	No dialog unless addressed. Unless inappropriate to question, answers should simply direct EE to continue working. ***(Allow 1½ minutes to elapse, then complete rating.)***
7. Stand next to trainee. Stand just to side and rear of EE, arms folded across chest, serious expression. Any dialog should be neutral and matter-of-fact in tone.	No dialog unless addressed. Unless inappropriate to question, answers should simply indicate that you wish to watch EE work. ***(Stand over each EE in turn for 15 seconds, then complete rating.)***
8. Create a distraction Distractions may be created in several ways. One method is to sort through a bag of materials not currently in use (shake bag up and down and manipulate the items so as to make a distracting noise). Another method is to play a radio loudly, turning it on and off and tuning stations in and out. A third method is to enlist the assistance of a confederate otherwise not involved in the assessment, and carry on a social conversation. All distractions should last one minute. The Ad should observe EEs but appear to be attending to the distraction.	No dialog. ***(After 45 seconds of noise, complete ratings.)***

6. DEMAND: Observe trainees working.	Tr-1	Tr-2
Ratings		
Works steadily (works at a pace consistent with cognitive and physical capabilities without stopping for prolonged periods of time).	_____	_____
Works on task without disrupting others by talking or creating a distraction.	_____	_____

7. DEMAND: Stand next to trainee.	Tr-1	Tr-2
Ratings		
Works steadily in Ad's presence (stops only to ask an appropriate job related question).	_____	_____

8. DEMAND: Create a distraction.	Tr-1	Tr-2
Ratings		
Does not stop working for longer than five seconds.	_____	_____
Refrains from excessive complaining or hostile remarks.	_____	_____

Demand/Demeanor	Dialog/Directions
9. Show a new way to work Make eye contact; maintain neutral voice tone and matter-of-fact manner. Address each trainee individually.	***(Demonstrate, using one each of the second and third items to be sorted.)*** **To Tr-1:** "I want you to work a little differently for the next five minutes. Instead of sorting all of the _____ out of the bag before starting on the other items, try this and see if it goes faster. Reach into the bag and pick up any item, no matter what it is, and put it directly onto the correct tray. If you pick out a _____, go ahead and place it on a tray. If you pick out a _____, place it directly on the correct tray and don't worry about whether there are still _____ or _____ in the bag." ***(Demonstrate, using one each of the second and third items to be sorted.)*** **To Tr-2:** "See if you can't get more sorted during the next five minutes by changing how you work. What I want you to do is pick any item out of the bag and place it directly onto the correct tray. Don't wait to get all of the _____ out of the bag before starting on the other items. If you pick up a _____, just put it on the tray. If you pick up a _____, go ahead and sort it onto the tray even if you still have _____ left in the box." ***(After rating, wait one minute before going on to the next demand.)***
10. Introduce time pressure Make eye contact. Manner and voice tone should have a tinge of urgency to them—but avoid being punitive.	**To Tr-1:** "You've now worked two minutes, and altogether you only have about ***(estimate %)*** of the items sorted. You have just three more minutes to work on this part of the job, so you need to pick up your pace." **To Tr-2:** "I see you have sorted only about ***(estimate %)*** of the items in your bag. You've already been working two minutes, so you only have three more minutes on this job. You need to speed up." ***(After rating, wait one minute before going on to next demand.)***

9. DEMAND: Show a new way to work.	Tr-1	Tr-2
Ratings		
Makes eye contact (looks at Ad while Ad is talking; may glance at tasks as Ad points them out).	_____	_____
Verbalizes understanding of new work method (says "I understand," "OK, I'll do it," or restates assignment).	_____	_____
Changes work method when instructed.	_____	_____
Resumes work without becoming upset (no grimacing or hostile/sarcastic comments).	_____	_____
Works without prompting or excessive questioning or complaining.	_____	_____

10. DEMAND: Introduce time pressure.	Tr-1	Tr-2
Ratings		
Speeds up work pace.	_____	_____
Works without arguing or becoming upset (no complaining or hostile comments).	_____	_____

Demand/Demeanor	*Dialog/Directions*
11. Criticize trainee's work Make eye contact, frown, shake head, maintain serious expression. **Be sure to criticize work methods,** not the person. Gesture with the work—i.e., tap it on the work table or trays.	**To Tr-1:** "Just look at all the mistakes you've made—all these _____ in with the _____. You need to slow down and pay more attention to what you're doing. Mistakes like this cost the company money." **To Tr-2:** "This work will never pass quality control. You need to stop talking to other workers and be more careful to get only _____ in this tray and only _____ in this tray. We don't have time for you to do this over." ***or*** "You're still working too slowly. We will never get this contract completed if you don't speed up." ***or*** You're being really sloppy—look at all these _____ that have fallen off this tray. Take the time to get it in the right place the first time. No one wants to have to clean up after you." ***(After rating, wait one minute before going on to next demand.)***
12. Compliment trainee's work Make eye contact, smile, use enthusiastic voice tone, stand close (friendly zone) to the person (but do not touch).	**To Tr-1:** "That's much better work! You really seem to be getting the hang of it now." ***(Pause briefly to allow for response, if there is a verbal one.)*** **To Tr-2:** "I can see that your work has improved! You're doing a good job now!" ***(Pause briefly to allow for response, if there is a verbal one. Wait approximately one minute before going on to the next demand.)***

11. DEMAND: Criticize trainee's work.	Tr-1	Tr-2
Ratings		
Makes eye contact (looks directly at Ad while Ad is speaking).	_____	_____
Acknowledges Ad's criticism verbally (e.g., "Oh, I see," "I understand," "That's a good idea," etc.).	_____	_____
Resumes work without arguing, complaining, making sarcastic/hostile remarks, and/or disrupting work area.	_____	_____
Corrects error.	_____	_____

12. DEMAND: Compliment trainee's work.	Tr-1	Tr-2
Ratings		
Makes eye contact (looks at Ad while Ad is speaking).	_____	_____
Says "thank you" or other appropriate verbal recognition of praise.	_____	_____
Nods head or otherwise gives appropriate nonverbal acknowledgement of praise.	_____	_____
Continues working.	_____	_____

Demand/Demeanor	Dialog/Directions
13. Instruct trainees to switch tasks Make eye contact; maintain neutral voice tone and business-like manner.	**To both:** "Stop work now. I need to give you some new instructions. I want the two of you to switch jobs for the next few minutes. That means that you ***(Tr-1)*** will now sort _____, _____, and _____ from this bag ***(switch bags)***. And you ***(Tr-2)*** will now sort _____, _____, and _____ from this bag ***(point)***. Work the same way you have ***(switch trays as you say this)*** the last few minutes. It's only the kind of items that is different. You are both to work on your new tasks until I tell you to stop." ***(Allow four minutes to elapse or wait until all items are sorted.)*** "You may stop work now." ***(Move right into next demand.)***
14. Socializing with co-worker Make eye contact, smile, but use neutral voice tone when directing EEs to break area.	**To both:** "Why don't you both take a five-minute workbreak and visit with each other over there ***(point)*** in the break area while I get your next job ready." ***(Do not speak to trainees unless addressed. Observe unobtrusively. Rate behaviors as they occur using a separate form to rate quality components. Prepare materials for team assignment. Allow 3-5 minutes for the break.)***
15. Direct trainees to work together Make eye contact; use neutral voice tone and serious expression; maintain business-like manner.	**To both:** "I want you both to return to your work station and begin your next task. Your break is over." ***(Remove three trays from work table. Pause to allow EEs time to return from break area. If one or both have not started back in 10 seconds, prompt in matter-of-fact tone.)*** **To both:** "I want you to begin sorting the items in this bag ***(point)*** onto the trays ***(point)*** just as you did before. This time, though, I want you to work **together** on the task. You can divide up the work however you want to, but get started now." ***(Allow two minutes to establish a work pattern before going on to next demand.)***

13. DEMAND: Instruct trainees to switch tasks.	Tr-1	Tr-2
Ratings		
Makes eye contact (looks at Ad when Ad is speaking).	_____	_____
Stops as soon as told (within five seconds).	_____	_____
Maintains eye contact with Ad or task.	_____	_____
Starts work as soon as told to (within five seconds).	_____	_____
Works steadily until told to stop (works on task without stopping to rest or talk to others, etc.).	_____	_____

14. DEMAND: Socializing with co-worker.	Tr-1	Tr-2
Ratings		
Asks opening question (e.g., "How's it going?" "What's new?" or "How do you like this work?").	_____	_____
Responds appropriately when other initiates conversation.	_____	_____
Asks follow-up question.	_____	_____
Maintains conversation.	_____	_____
Expresses self-disclosures appropriately (states opinion, relates appropriate personal information, e.g., "I like _____," etc.).	_____	_____
Verbalizes appropriate conversational closing when asked to return to work.	_____	_____

15. DEMAND: Direct Ells to work together.	Tr-1	Tr-2
Ratings		
Starts back from break area immediately (within 10 seconds).	_____	_____
Refrains from complaining or becoming upset (no hostile/sarcastic remarks).	_____	_____
Makes eye contact (looks at Ad while Ad speaks, glances at tasks as Ad presents them).	_____	_____
Verbalizes understanding of task (says "I understand," "I see," or repeats instructions, etc.).	_____	_____
Verbalizes that he/she will do a specific task.	_____	_____
Begins work immediately on team assignments (within five seconds).	_____	_____
Works steadily on tasks (does not stop to talk or rest; does not disrupt work activity).	_____	_____

Demand/Demeanor	*Dialog/Directions*
16. Ask trainees to criticize each other	**To Tr-1:** "Now that you've had a chance to work together on this task for a few minutes, I want you to tell your co-worker one thing he/she could do to improve his/her work. Don't tell me; tell him/her." ***(Pause to let Tr-1 criticize and Tr-2 react.)*** **To Tr-2:** "Now I want **you** to name one thing your co-worker could do to make your task go better, faster, or smoother. Don't tell me; tell him/her." ***(Pause to let Tr-2 criticize and Tr-1 react.)***
17. Ask trainees to compliment each other Make eye contact, and face trainee initially—then step back and look at other trainee (the one to be complimented). Use neutral voice tone, matter-of-fact manner.	**To Tr-1:** "Now I'd like you to look at your co-worker over there, and tell him/her directly one thing you really like about how he/she works." ***(Pause to let Tr-1 compliment and Tr-2 react.)*** **To Tr-2:** "Now you tell your co-worker one thing you really like about how he/she works. Again, don't tell me; tell him/her." ***(Pause to let Tr-2 compliment and Tr-1 react.)***
18. Observe trainees completing the task together Make eye contact; use neutral voice tone and matter-of-fact manner to give instruction. Then step back to your "desk" to simply observe.	**To both:** "OK, you now have three more minutes until the end of this work period. See how much you can get done working together during that time." ***(Refrain from any dialog with trainees. Wait three minutes before going on to the next demand or until all materials are sorted, if sooner.)***

16. DEMAND: Ask trainees to criticize.	**Tr-1**	**Tr-2**
Ratings		
Names at least one concrete change in work procedures.	_____	_____
Makes eye contact with ■ when giving criticism.	_____	_____
Makes eye contact when receiving criticism.	_____	_____
Nods head or says "OK," etc. to acknowledge criticism.	_____	_____
Refrains from becoming upset/defensive.	_____	_____

17. DEMAND: Ask trainees to compliment.	**Tr-1**	**Tr-2**
Ratings		
Names at least one positive work behavior.	_____	_____
Makes eye contact with ■ when giving compliment.	_____	_____
Makes eye contact when receiving compliment.	_____	_____
Says "Thank you."	_____	_____

18. DEMAND: Observe trainees working.	**Tr-1**	**Tr-2**
Ratings		
Starts back to work immediately (within five seconds).	_____	_____
Refrains from complaining, sarcastic remarks, or excessive questioning.	_____	_____
Works steadily through entire work period (does not stop to talk or rest; does not disrupt work activity).	_____	_____

Demand/Demeanor	*Dialog/Directions*
19. Workbreak with supervisor Make eye contact; use neutral voice tone and matter-of-fact manner to give initial instructions. Adopt friendly voice tone, relaxed manner and posture during "breaks." Maintain eye contact; smile.	**To both:** "The work period's over, and it's time for a short break. Why don't you go over and sit in the break area for a few minutes?" ***(Allow them both to get up and start toward break area.)*** **To Tr-1:** "Before you take a break, _____, I'd like to see you a moment. ***(Let Tr-2 go on)*** Have a seat. I really haven't had a chance to visit with you since you came to work for us. How is everything going?" ***(Ask one or two socializing questions, e.g., "Where is your home town? Do you still have family there? Do you have a family?")*** ***(Present Tr-1 with 15 seconds of silence—no dialog unless he/she initiates it, in which case you respond accordingly.)*** OK, _____, thanks for visiting with me ***(pause)***. Have a seat over in the break area now, if you will, until I call you." ***(Limit segment with Tr-1 to four minute maximum. Quickly rate Tr-1 before calling Tr-2. Use separate sheet for quality components.—See page 10.)*** **To Tr-2:** "_____, would you come over here for a few minutes, please? ***(pause)*** Have a seat, won't you? I just wanted to get acquainted with you a little bit since you're a new employee. How is everything going?" ***(Ask one or two socializing questions, e.g., "What do you like to do in your spare time? What are your hobbies? Do you like sports?"*** ***(Present Tr-2 with 15 seconds of silence—no dialog unless he/she initiates it, in which case you respond accordingly."*** "OK, _____, thanks for visiting with me ***(pause)***. Why don't you go back over to the break area for just a few minutes?" ***(Limit segment with Tr-2 to four minute maximum. Quickly rate Tr-2 before closing the unit. Use separate sheet for quality components.—See page 10.)***
Dismiss the trainees	**To both:** "That will be all for today. You can step out of your role as a new employee. You can now return to your training area. Thanks for coming. We'll see you back here at _____ tomorrow." ***(or)*** "This is the last day we need you to do this."

19. DEMAND: Workbreak with supervisor.	Tr-1	Tr-2
Ratings		
Responds appropriately when Ad initiates conversation.	_____	_____
Maintains conversation with Ad.	_____	_____
Looks at Ad while Ad is speaking.		
When presented with silence, asks an opening question.	_____	_____
Asks follow-up question.	_____	_____
Maintains conversation.	_____	_____
Expresses self-disclosures appropriately (states opinions, likes, or dislikes).	_____	_____
Verbalizes appropriate conversational closing.	_____	_____

Quality Components: Workbreak

Directions: Indicate whether Trainee 1 **(Tr-1)** or Trainee 2 **(Tr-2)** exhibit any of the following behaviors. Rate their performance during the work break segments by placing a check mark next to each behavior performed. **Do not check any behaviors that are not performed.**

14. DEMAND: Work Break with Co-worker	**Tr-1**	**Tr-2**
Quality Components		
Pleasing voice tone and volume.	_____	_____
Appropriate eye contact.	_____	_____
Appropriate posture.	_____	_____
Positive emotional tone.	_____	_____
Expresses enthusiasm through facial expressions and gestures.	_____	_____
Appropriate dress.	_____	_____
Acceptable personal hygiene.	_____	_____

19. DEMAND: Work Break with Supervisor.	**Tr-1**	**Tr-2**
Quality Components		
Pleasing voice tone and volume.	_____	_____
Appropriate eye contact.	_____	_____
Appropriate posture.	_____	_____
Positive emotional tone.	_____	_____
Expresses enthusiasm through facial expressions and gestures.	_____	_____
Appropriate dress.	_____	_____
Acceptable personal hygiene.	_____	_____

Reordering Information

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